

Pupil premium strategy statement: Academic Year 2016-17

1. Summary information									
School	Clowne Infant and Nursey School								
Academic Year	2016/17	Total PP budget		£72,600	Date of most recent PP Review			Nov 2016	
Total number of pupils	362	Number of pupils eligible for PP		55	Date for next internal review of this strategy			Feb 2017	
2. Current attainment									
% Achieving Expected +	All pupils-School (National Figures)			Pupils eligible for PP (National Figures)			Pupils not eligible for PP (national average)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
% Achieving Expected +	70% (74%)	61% (65%)	76% (73%)	63% (78%)	46% (70%)	67% (77%)	73% (78%)	67% (70%)	80% (77%)
% Achieving Greater Depth	28% (24%)	14% (13%)	28% (18%)	21% (27%)	8% (15%)	17% (20%)	31% (27%)	16% (15%)	33% (20%)
Achieving working Towards %	27% (19%)	34% (27%)	20% (21%)	29% (16%)	46% (24%)	21% (18%)	27% (16%)	30% (24%)	20% (18%)
3. Barriers to future attainment (for pupils eligible for PP)									
In-school barriers (issues to be addressed in school, such as poor oral language skills)									
A.	Poor oral language skills. Listening and attention / speaking and listening skills.								
B.	Poor gross and fine motor skills impacting on handwriting skills.								
External barriers (issues which also require action outside school, such as low attendance rates)									
D.	Poor attendance rates. Persistent absence and lateness of children with PP having an impact on child’s learning.								
4. Desired outcomes (Desired outcomes and how they will be measured)						Success criteria			
A.	Improvement in oral skills for pupils eligible for Pupil Premium across school and especially in EYFS. ECAT, Narrative Therapy, Speech therapy programmes and small group phonics group Intervention baselines to show good/outstanding progress.					• Improvement in Communication, Language and Literacy for PP children – to achieve expected level on the EYFS profile			

B.	Improvement in the attendance of Pupil Premium children. Regular monitoring and intervention by the Headteacher and EWO in line with the school attendance policy.	Attendance for PP children in school improves.
C.	Physical intervention programmes impact positively on writing skills	Children who receive physical intervention programmes make good or better progress in writing.

5. Planned expenditure	
Academic year	2016/2017 Reception – 9 children Year 1 – 23 children Year 2 – 23 children
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

i. Quality of teaching for all			
Action	Intended Impact	Evidence	Resourcing/cost for the year
To increase TA support to provide interventions for PP children	- Increased support for pupils at risk of falling behind - Increased readiness to learn - Support targeted to meet individual social, emotional, wellbeing and academic needs - Increased confidence and ability to access learning - Positive and productive attitudes to learning demonstrated in pupil's engagement and progress	- Data tracking and pupil progress reviews - Individual record analysis - Work scrutiny - Improved attitude to learning	1 x 6 hrs Rocket Reading £3,555.73 1 x 30 hrs PP intervention TA £19,581 TA (in total for extra reading intervention for 9 classes £38,390.77
To increase the number of Y1 PP children attaining the phonics screening threshold by timely interventions with a Teaching Assistant.	That a higher percentage of PP children attain the threshold in the phonics screening test.	- Ongoing assessment of individual PP children in relation to the phonics screening test - Results from the phonics screening test	Within the TA costings above
Purchase of Green Screen Portable Film Studio.	- That children will develop confidence and social skills through a different media - That PP children will take ownership for the creation of short films developing independence - That increased confidence will then impact on progress in the classroom - To increase children's confidence in speaking & listening	- Observation - Ability to create short films that have been written, directed, acted and recorded by the children. - The short films created	£2000 PA (including training)
To raise standards of teaching of PP children by raising staff awareness of issues involved by providing INSET and courses.	- That whole school staff are totally aware of the needs of PP children and monitor their progress, targeting where appropriate. - PP children achieve expected standard.	- INSET agenda - Course attendance - Pupil progress meetings - Data analysis	No cost – HT/DHT delivery

To raise attainment in writing by creating writing intervention groups for PP children.	PP children to work in small groups on focussed activities to ensure any gaps in understanding are addressed and expected standard in writing is achieved.	Work scrutinies, lesson observations, data analysis.	Included in TA costing
Total budgeted cost			£63,527.50
ii. Targeted support			
Action	Intended Impact	Evidence	Resourcing/cost for the year
To increase the attendance rates of PP children in line with non PP children. Involvement of EWO and regular monitoring by the Headteacher and EWO – links to the Multi Agency Team. Low attendance will result in further steps being taken in line with the schools attendance policy.	- By following school's Attendance Policy, ensure that the attendance of PP children rises to be more in line with non PP children. (PP=82.4% in 2015/16) - By attaining higher attendance, PP children will have access to all lessons which in turn will have impact on individual progress. - Engagement with parents is key to improving attendance, ensuring that late arrival is also addressed.	- Monitoring attendance and lateness on a termly basis - Records of meetings with parents of PP children who regularly don't attend school - Letters to parents regarding lateness and low attendance	HT 30 mins per week £1274.32
To improve speaking and listening skills in Foundation Stage using ECAT (Every Child a Talker)	- Early intervention to prevent issues on entry to KS1 - Increased support for pupils entering Nursery or Reception with poor speech and communication skills	- Observations - Tracking - Pupil Progress Meetings.	TA 2.5 hrs per week £1488.73
To improve the gross and fine motor skills of PP children in the Foundation Stage using ECAM (Every Child a Mover)	- Children develop core stability and strength - Fine and gross motor skills are developed - Handwriting and presentation skills are improved	- Observations - Tracking - Pupil Progress Meetings. - Scrutiny of work	Within the TA costings above
Positive Play	- Developing confidence - Building self-esteem - Improved socialisation skills which will improve the rate of progress for individuals in the classroom	- Initial Boxall profile carried out and then reviewed at the end of the intervention - Observations - Work scrutinies - Assessment data - Pupil progress meetings	TA 2.hrs £1423.30

Rocket Reading intervention (plus resources)	- For PP children to raise attainment in reading and writing - To improve phoneme/word recognition - To have accelerated progress through the reading stages	- Baseline and exit assessment scores - Observations - Monitoring and data analysis - Reading records	Actual hours for delivery included individually as "Rocket Reading" for 6 hours a week (detailed above) resources costs of £800, plus £250 cover costs for releasing Threshold Teacher for the day to train.
MDMS targeted reading	- For PP children to be heard read individually and regularly (3 times a week) - For the extra 'reading' practise to have maximum impact on progress. - Improved outcomes in reading for PP children through consolidation and practise of reading skills through reading aloud to an adult - Higher percentage of PP children to achieve age expected in reading	- Record of reading - Tracking of reading - Assessment	12 x MDMS for 15 minutes each per day individual reading: £6,138.17
To improve the attainment in writing for PP boys, by providing intervention groups for boys only with a HLTA	- For writing standards in PP boys to rise to be further in line with PP girls - To specifically target the gaps in writing that individual PP boys are finding difficulty with.	- Work scrutiny - Assessment data	PP Boys writing group – 2.5 hours per week: £1,897.03
To identify PP children who need the 'TalkBoost' intervention to raise standards in speaking and listening	- To engage parents/carers in supporting language activities - To improve PP children's skills in vocabulary, narrative, sentence building and conversation - For the 12 weeks of TalkBoost intervention to then have impact on other areas of the curriculum.	- TalkBoost baseline/exit assessment - Assessment data	Within the TA costings above
To provide additional provision for more able pupils -	To ensure the more able PP children achieve their full potential and achieve at least a good level of progress, exceeding their end of year expectations.	- Assessment data - Monitoring progress	Within the TA costings above

Subsidising funding for curriculum enrichment activities	That PP children access all curricular and some non-curricular activities to promote attainment and well being	- Assessment - Tracking	£500 subsidy
Total budgeted cost			£13,771.55
iii. Other approaches			
Action	Intended Impact	Evidence	Resourcing/cost for the year
SENCO and Pupil Premium Coordinator /SLT management time to analyse interventions and data.	- Early identification of interventions needed - Data analysis to quickly identify the impact of the interventions - Management of staff carrying out interventions	- Termly reviews of intervention impact - Tracking (EAMAG) specific to PP children - Pupil progress meetings	SENCO 0.5 hours per week: £750.71 PP Coordinator: £1,861.05 plus Administrational Support: £1440.92
Total budgeted cost			£4,052.68

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase the number of interventions to support PP children.	TA hours increased	TA hours were increased by 36 hrs per week in addition to TA support every morning in KS1 and all day in FS. The number of interventions were increased meaning PP children could access reading and writing support groups	Due to the success of this outcome, school will continue to fund additional TA hrs for reading and writing intervention groups but will add a maths intervention group next year.	
PP children to access the 'Green Screen Portable Film Studio' to develop confidence, social skills and speaking and listening.	PP access Green Screen one term per year	All PP children accessed the green screen for one project during the year. Greatly enjoyed by children and improved communication skills and self-esteem.	Easier to manage when done as a whole class rather restricting to small group of PP children.	
To increase number of PP children attaining phonics threshold	Extra interventions by Teacher /TA	43% of Year 1 PP children attained the phonics threshold 100% of Year 2 PP children achieved the threshold	- Change of approach needed in the type and timing of phonics interventions in Year 1 - Consistent lateness and absence of PP children has a significant impact on their ability to achieve the phonics threshold.	

To raise standards of reading and writing for PP children.	• Reading interventions • Small writing groups • MDMS 1:1 reading	Good or better progress made by PP children throughout school although achievement was lower than national benchmarks	A greater focus needed on the attainment of PP children with more individualised targets set.	
			Total Cost	£63,400

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase attendance of PP children	• Certificates /letters home	• Attendance still lower than national average, despite meetings with the head and EWO, attendance certificates and raising the profile of the importance of attending school regularly.	• This is an ongoing issue that needs addressing each year	
To improve speaking and listening skills in FS	• ECAT	• Significant progress made in speaking and listening skills – 69% of PP children achieved national expectations in both speaking and listening.	• Gaps were narrowing in Speaking and Listening but more intervention is needed in terms of the understanding of language as the gaps were greater in this area.	
To increase gross and fine motor skills in FS	• ECAM	• 69% of PP children achieved expected standard in the moving and handling ELG. This would have been significantly lower without the ECAM intervention.	• Interventions were valuable and need to be continued in future years	

To develop the confidence and self-esteem of PP children	Positive Play	PP children accessing Positive Play showed an increase in self – esteem, socialisation skills and a greater level of confidence. Boxall profile scores indicated improvements in all of the above areas.	This intervention is a valuable resource which will need to continue on a year by year basis.	
To ensure all PP children attend curriculum enrichment activities	Subsidies available for children unable to attend	All PP children attended all school trips and funded activities within school such as theatre visits and workshops.	Subsidies will continue to be made to ensure all PP children access school visits and this will be extended where appropriate to extra-curricular after school clubs.	
			Total Cost	£13,771
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The SENCO/ PP co-ordinator/SLT to analyse impact of interventions and analyse data.	Management time	SENCO/PP co-ordinator/SLT have a clearer picture of the attainment and progress of PP children and the impact of interventions provided for these children	The knowledge gained by the SLT needs to be filtered down more fully to class teachers so that everyone has a clear picture of attainment and progress of PP children.	£4052.68